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THE UNIVERSITY OF ALBERTA

A PROGRAM OF SOCIAL STUDIES FOR JUNIOR SECONDARY

SCHOOLS OF TRINIDAD AND TOBAGO

by



INNOCENT BASDEO BEDDOE

A THESIS

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UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Program of Social Studies for the Junior Secondary Schools of Trinidad and Tobago" submitted by Innocent Basdeo Beddoe in partial fulfilment of the requirements for the degree of Master of Education.





## ABSTRACT

This study is concerned with the proposal of a social studies program for the junior secondary schools of Trinidad and Tobago, as an alternative to the existing separate subject approach which emphasizes history and geography. In a proposed multidisciplinary approach to the social studies the writer suggests that societal problems and institutions be the organizing centers for content. An examination of the major characteristics of the national society indicates that there are several areas of interests which could be studied as problems and institutions, with extensions beyond the national scene. Problems of international importance will also be areas for investigation.

In the study the writer has noted the different schools of thought and practices in the social studies and recent developments in this field in the United States, Canada and England. The writer has examined the objectives of the social studies in relation to the proposed curriculum design. An outline of a resource unit on population and a unit lesson suggest the sequence of treatment of selected areas of study. The teaching strategy advocated is that of guided inquiry, and methods of evaluation have been detailed.

The implications of a new approach to social studies at the junior secondary school are discussed in the context of teacher training; the supply of source and resource materials; administration and public education. The study concludes with a series of recommendations. The implementation



of these recommendations will facilitate a phased introduction of a new social studies curriculum in the junior secondary schools.

The writer suggests that a multidisciplinary approach in the social studies will better equip the young adolescent to understand and appreciate the world in which he lives. It should help him to make positive and rational responses in preserving what is of proven value in our social heritage and in promoting change where necessary.



## ACKNOWLEDGEMENTS

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## CHAPTER I

### A. STATEMENT OF THE PROBLEM

#### I. INTRODUCTION

The most urgent need of a country with limited physical assets is the development of its human resources. In this enterprise education becomes the major instrument for growth, and the decision to invest in education is of major import.

In 1967 the Government of Trinidad and Tobago took the decision to implement a long term educational development program. In the area of curriculum the policy decision states,

the curriculum and syllabuses used in the Education System at all levels should be brought into line with modern trends and the needs of the country as a whole.<sup>1</sup>

Arising out of the general statement of Policy for future educational development a Draft Plan for Educational Development in Trinidad and Tobago 1968-83 was formulated. This plan recommends the eventual provision of free full time general education for all up to the junior secondary school level or age fourteen plus. The Plan subscribes to the statement of the aims of general education as set out in the Report of the UNESCO-ECLA Buenos Aires Conference on Educational Planning of June 1966.

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<sup>1</sup> Government of Trinidad and Tobago, Draft Third Five-Year Plan 1969-1973, Government Printery, Trinidad, Trinidad and Tobago, 1969. p. 333.





"General education . . . should endeavor to develop a responsible attitude towards work, stability in relation with others, adaptability to change, the ability to think objectively and a sensitive approach to culture beyond the limits of specialization...."

The implementation of the plan necessitates the development of programs suited to the needs of the national society, and consistent with modern practice. This operation includes curriculum design and development in several areas of study. The area of the social studies viewed in the light of current practice in our schools calls for revision.

If the social reality which confronts the citizen is to be adequately interpreted and where necessary transmuted for the national good, the student must be aware of the challenges of his environment and be encouraged to formulate positive and rational responses. The social studies as an area of inquiry in our schools must contribute to the awareness and solution of social problems of the day.

The Draft Plan for Educational Development states as the objectives of the Social Studies,

to provide an acquaintance with environmental factors which explain the bases of society and its operations, in particular the geographical and historical influences; to explain the structure of modern day social and political aspirations and the part played by the individual in maintaining and promoting the character of the society; to impart some skills in the assessment



of social issues and in bringing various factors to bear on the examination of social issues....<sup>2</sup>

A social studies curriculum which develops the skill of the learner in the examination of societal problems and institutions mainly through his own investigation will make learning more meaningful and very much his own. Suitable curriculum content mastered through student inquiry will facilitate the realization of the objectives quoted above.

## II. STATEMENT OF THE PURPOSE

The purpose of this study is to develop a social studies program for the proposed junior secondary schools of Trinidad and Tobago. It is intended that the program will facilitate

- (a) the grasp of concepts which will engender a holistic understanding of local, national and international issues.
- (b) the contribution of the student to the improvement of his own life condition through his own personal effort, with due regard for the rights and duties of his fellow citizens.
- (c) the development of techniques of inquiry or an apparatus of mind which will enable students to learn how to learn.

## III. DEFINITION OF TERMS

Social Studies - Social studies is that part of general education whose central concern is with the preparation

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<sup>2</sup>Draft Plan for Educational Development in Trinidad and Tobago - 1968-1983 (Second Printing), Government Printery, Trinidad, Trinidad and Tobago - 1968, p. 20.



of citizens for positive participation in the life of the society.

Program - Program is defined as an overall design of curriculum inclusive of objectives, content, teaching strategies, evaluation and their implications for supportive services in the nature of teacher training, instructional material, administration and public education.

Junior Secondary Schools - Schools providing a three year general education course for students of age eleven plus to fourteen plus. These schools are intended to be separate building organizations and in some instances may constitute the first three years of a five or seven year school. The education offered at age eleven plus to fourteen plus will be terminal for 60-70 per cent of this age group. The junior secondary school will be considered as synonymous with the junior high school.

Trinidad and Tobago - Two West Indian islands which together form an independent state, with a combined area of approximately 2,000 square miles. The population according to the April 1960 census was 827,959 and estimated at one million in December 1967.

#### IV. SIGNIFICANCE OF THE STUDY

Students entering secondary schools in Trinidad and Tobago study from five to seven subjects toward the General





Certificate of Education at Ordinary level. Both the subject curriculum and the final examinations are set by the University of Cambridge, England.

Students may offer one or more of the following subjects - Geography, History, Commerce at ordinary level. These subjects are generally taught as discrete disciplines throughout the school.

The teaching of areas of knowledge as separate disciplines and the requirements of an external examination have emphasized an essentialist approach to content.

A new curriculum based on a multidisciplinary approach to social studies would be a worthwhile experiment in general education. It would afford students an opportunity to examine contemporary society in perspective.

At present there is no such curriculum designed to meet the needs of students at junior secondary level. The proposed curriculum in social studies suggests the basis for the development of a series of resource units with a multidisciplinary approach.

The Draft Education Plan estimates that the school population of the junior secondary school age group will increase from 76,640 in 1969 to 121,440 in 1983. All students attending public junior secondary schools will be required to take social studies as a part of their general education. For some time to come the vast majority of electors, employees and consumers within the society will have terminated their full time formal education at the junior secondary level.



It is imperative therefore, that the junior secondary school graduate be afforded the opportunity to study and understand the issues of the society and contribute positively to their resolution, at the same time preserving those facets which lend stability and enrichment to the national community. It is hoped that a suitably designed and taught curriculum in social studies as a multidisciplinary field would make a significant contribution to a more meaningful education.

## V. PROCEDURE

In this study the writer has reviewed the professional literature on development and current practices in the social studies in the U.S.A., Canada and England. In the evaluation and synthesis necessary in the formulation of a proposed program answers to the following questions have been sought:

1. In view of the rapidly expanding fields of knowledge, what curriculum design will better facilitate exposure of students to the understanding of the crucial issues of their society and pertinent problems of international importance?

2. With the major objectives of developing the ability to 'learn how to learn' rather than the 'covering' of content, and to facilitate valuing, what teaching strategy will be most appropriate?

3. What evaluative devices may be employed to indicate whether learning or change in behavior has resulted from teaching the social studies?



4. What are the guidelines suggested by authorities and research in the field of social studies and curriculum planning, and how could their findings be used to provide a program consistent with the demands of a general education for young adolescents?

5. Considering the historical evolution of the society and the educational system, what is educationally desirable and economically feasible within the context of our limited national resources?

## VI. DELIMITATION OF THE STUDY

This is a macro study. It attempts to provide a framework for a social studies program in a developing nation intent upon restructuring its educational system. The intention here is not to do an in-depth study of a specific topic within a limited field. It is however anticipated that out of this will develop several micro and quantitative studies which will be evaluative of, and ancillary to this initial effort.

### B. RATIONALE

#### I. SOCIAL STUDIES IN EDUCATION

The justification of an educational program must be derived from the societal needs and aspirations as expressed in the objectives of the school.

Education in the junior high school years we believe should result in young people who have,





1. A sense of positive self worth and an enhanced understanding of others..
2. A genuine interest and strengthened competence in several areas of learning and acquaintance with the world of work.
3. Mastery of basic skills of inquiry and study so that independent work may be pursued more adequately.
4. An increased capacity to discipline themselves to work, study and play constructively and with satisfaction to themselves and others.
5. A moral and ethical sense which values the goals and processes of a free society.<sup>3</sup>

The attainment of the above, stated objectives can be greatly facilitated through a substantial learning program in the social studies. The young adolescent of today lives and moves and has his being in a community marked by change. Change and the rate of change create imbalances which in turn generate conflict. The inability to adjust to and accept change with increasing frequency will maximize social conflict. A social studies curriculum should promote an awareness of change and the concomitants of change as the matrix or schema within which the society must exist, resolving its problems and preserving and transmitting its achievements.

Since social and human conflict is inescapable and students are involved in it either as actors or as observers, responsibility rests with the school to provide the necessary concepts and tools to increase rationality in thought. The social studies classroom in particular

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<sup>3</sup>The Junior High School We Need. A report from the Association for Supervision and Curriculum Development, A Department of the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C., p. 3.



becomes the laboratory in which students are trained to analyse value problems intelligently and to defend their own value positions on communicable grounds.<sup>4</sup>

## II. THE SOCIAL BACKGROUND

The schools as instruments of change and conservation must be guided by the broad societal goals. The aims of the constituent disciplines within the school curriculum must of course relate to and advance these goals. This is true of both advanced and developing societies. In fact within developing communities in an age of great and rapid social change the role of the school as an instrument of reconstruction cannot be overemphasized.

The background, evolution and complexity of the national society of Trinidad and Tobago must be briefly analysed so as to indicate the context within which social studies as an educative instrument is of major importance in the educational enterprise. The fabric of the national society, because of its historical antecedents and growth, reflects a diversity of dimensions, giving rise to problems and persistent issues which if unresolved could impair the continued growth of a society characterized by stability and unity amidst diversity. A brief chronological review of the nation's background and evolution will indicate the social

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<sup>4</sup>C. Benjamin Cox and Byron G. Massialas, "Social Studies, Present and Future," in Social Studies in the United States, a critical appraisal, edited by C. Benjamin Cox and Byron G. Massialas. Harcourt, Brace and World Inc., N.Y., p. 334.



context within which education, and social studies education in particular must be viable and vital. In a complex social structure within which stresses and strains are more likely to develop, persist and worsen if unrelieved, the social studies shoulder a major responsibility. John U. Michaelis writes,

The social studies are concerned with people and their interaction with their social and physical environment, they deal with human relationships. In the social studies attention is given to all ways of living and working together, use of the environment to meet basic human needs, customs, institutions, values and life situations - the cultural heritage and its dynamic on going characteristics . . . .

The social studies make rich contributions to the growth and development of children because the central function of social studies is identical with the central purpose of democratic citizenship.<sup>5</sup>

A survey of the main areas of the society - historical, political, economic, sociological, etc., would indicate that social issues and concerns are many, and provide a fertile field for investigation by the student of social studies. In a subsequent chapter an effort will be made to identify the main social problems and institutions. Each will become an organizing focus for study.

Following is a concise survey of the background of the Trinidad and Tobago society.

1. Size - Both islands comprise a total area of approximately 2,000 square miles with an estimated population of one

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<sup>5</sup>John U. Michaelis, Social Studies for Children in a Democracy. (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1956), pp. 2-3.





million in December 1967. Both the extent of physical resources and population have restrictive effects on economic development.<sup>6</sup>

2. The native inhabitants of the West Indies consisted mainly of two Amerindian tribes, the Arawaks and Caribs. Both these tribes were found in Trinidad when Columbus discovered the island on July 31, 1498. He is alleged to have sighted Tobago, eighteen mile distant, but did not land. Both islands changed hands among the Spanish, French and British during the seventeenth and eighteenth centuries; Trinidad and Tobago eventually becoming British colonies in 1797 and 1814 respectively and gaining independence on August 31, 1962.<sup>7</sup>
3. The population today is multi-racial and percentage wise consist of Negroes (43) Indians of Asian origin (36) Chinese (1) Europeans (2) Mixed group (15) Others (3). The native Amerindian population is now virtually extinct. The original Negro population was introduced through the slave trade and the Indians through a system of indentured labor. The early Europeans came as plantation owners and administrators.

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<sup>6</sup>W.G. Demas, The Economics of Development in Small Countries with Special Reference to the Caribbean. McGill University Press, Montreal, 1965, pp. 90-91.

<sup>7</sup>Eric Williams, History of the People of Trinidad and Tobago, PNM Publishing Co. Ltd., Port of Spain, Trinidad, W.I., 1962, p. 8.





4. The population is multi-religious, consisting of Christians, Hindus and Moslems. The Roman Catholics comprise the largest single Christian group.
5. As a result of the racial and religious diversity, there is a diversity of cultural practices expressed in food, art, music, festivals etc., English is the common language.
6. The average population growth is 2.9% per annum with a profile which indicates that more than 50 per cent is below the age of 19. The population is characterized by a relatively high birth rate and low mortality.
7. There are limited opportunities for migration and an unemployment level of 14 per cent and underemployment of a similar magnitude.
8. Sociologically, there is cultural pluralism and a degree of cultural persistence among the older generations of Indians and Chinese, with cultural integration among the younger people. Both the extended and nuclear family patterns exist.
9. A classical Westminster pattern of parliamentary government exists with a commitment to western type democracy and its corollaries.
10. The economy is traditionally an open one based partly on an export oriented agriculture, mainly to the British market, receiving preferential treatment for sugar and citrus. Plantation agriculture and peasant farming



contribute to the primary sector of the economy.<sup>8</sup>

11. There has been a twentieth century development in the petroleum and asphalt industry. Petroleum alone provides 30% of the Gross Domestic Product, 85% of the export income and 35% of the government revenue. This industry is capital intensive, employing a limited but skilled labor force at a relatively high average wage.
12. The post World War II industrialization, and public works program has been developed to increase employment opportunities, import substitution, exports, and adjust balance of payments problem.
13. Industrialization has increased rural depopulation, urbanization, and suburbanization with all their associated problems.
14. A post independence development of industrial, financial, and labor legislation is designed to ensure a more rapid rate of economic growth, to promote stability, economic security, freedom and justice. Organizations like the Central Bank, Industrial Court, and Development Corporations are intended to assist economic growth and advance.
15. Independence has brought on certain commitments to regional and international organizations, such as the Caribbean Free Trade Area (CARIFTA), Organization of American States (OAS), the International Bank of

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<sup>8</sup> Demas, op. cit., p. 114.



Reconstruction and Development, World Bank, UNO, ILO, etc.

16. The existing structure of the economy suggests a heavy dependence upon foreign capital, foreign markets, foreign imports. Historically the economy was structured to meet the needs of metropolitan countries. There is need for economic transformation so as to reduce dependence on foreign sources.
17. Trinidad and Tobago are among the highest per capita income countries in the third world group with a high level of literacy, relatively well developed communication and transportation systems, and a good standard of general education and health.
18. Sharply rising levels of expectation, population growth, and a commitment to western type democracy have made enormous demands for the provision of social services involving massive developmental and recurrent expenditures.

The Prime Minister of Trinidad and Tobago concludes his foreword to the Draft Third Five-Year Plan 1969-1973 with the statement -

But the fundamental question posed is this: can a tiny country with a clouded and unpropitious history rise above its past and assure to each and every citizen his or her full measure of human dignity by building a humane and equal society with a political, economic and cultural identity of its own? I have no doubt about the answer.

Social issues and problems must be seen in the context of multiple causation. Many factors have contributed to their





existence and the impact and relevance of several forces must be examined in order that a fuller understanding be derived.

Arno Bellack writes,

To focus exclusive attention on one or two aspects of the social world as seen through one or two social sciences is to give students a myopic vision of man's social behavior and his institutions. For anything approaching a comprehensive view of man's functioning in society, the specialized perspectives of all the social sciences are needed.<sup>9</sup>

Policies that are proposed and actions that are taken to deal with problems in social affairs are of necessity interdisciplinary, for concrete reality is not mirrored in the findings of one discipline.<sup>10</sup>

### Summary

The purpose, significance, procedure and delimitations of this study have been outlined. The rationale suggested is that within a society there exist problems, issues, and areas of workable consensus and accord. The social studies as a multidisciplinary field could contribute, through an understanding of the social nexus, in minimizing conflict and at the same time promoting an appreciation for, and a preservation of those facets of society which enrich the social heritage.

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<sup>9</sup>Arno Bellack, "Structure in The Social Sciences and Implications for the Social Studies program." The Social Studies Curriculum-Proposals for the Future. Scott Foresman and Company, Chicago, p. 103.

<sup>10</sup>Ibid., p. 102.



## CHAPTER II

### REVIEW OF LITERATURE

A review of the professional literature in the social studies reveals that among the practitioners and authorities there are basic differences of views and positions. This review will examine trends in the following areas - (1) Definitions of the social studies, (2) Development in Canada, England, U.S.A., (3) The range and nature of objectives, (4) The advocacy of the 'essentialist' concerned about the integrity of his discipline as a separate and separated field and those who conceive of the social studies as an interdisciplinary, or multidisciplinary field, (5) The concept of structure in the social studies, (6) The nature of the organizing centers or foci of units of study, (7) The teaching strategy aimed at inquiry and reflective thinking as against the mastery of solid and substantial content, (8) The changing concept of instructional material.

Where at first history reigned supreme, today its pre-eminence has been diminished. J.S. Bruner relates that his work on a new social studies curriculum has led to the conclusion that "we are bound to move toward instruction in the sciences of behavior and away from the study of history."<sup>11</sup>

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<sup>11</sup>Jerome S. Bruner, "Education as Social Invention," Saturday Review, Feb. 19, 1966, p. 103.



Mark M. Krug reacts to Professor Bruner's comment by observing,

Bruner is disdainful of the record of history which includes only the recent five thousand years. He seems to be much more interested, as his anthropologically centered curriculum clearly indicates, in teaching about the 500-million-year old history of the evolution of mammals and man.<sup>12</sup>

# 1. Definitions

An examination of the definition of the social studies suggests two schools of thought. One school advocates a curriculum which follows the traditional pattern of individual subject emphasis. It avoids a systematic examination of contemporary social issues and controversies, electing to emphasize historical and geographical information. This school continues to draw heavily from the academic social sciences. In this respect it has been faithful to Edgar Wesley's definition that "the social studies are the social sciences simplified for pedagogical purposes." This concept of the social studies is countered by a demand for the redefinition of the social studies in the light of societal needs. This has promoted a new thinking and a more viable definition of the social studies. James P. Shaver argues that,

...the term social studies has traditionally been defined in reference to the social sciences.... This definition has perhaps done more to stifle creative curriculum work in the social studies than any other factor. For it assumes by the very sequence of definition - from

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<sup>12</sup>Mark M. Krug, "Bruner's New Social Studies: A Critique," Social Education, October, 1966, p. 406.





the social sciences to the social studies, that the criteria for curriculum selection and development in social studies should come from the social sciences, not from an independent view of what the social studies should be about.<sup>13</sup>

Byron G. Massialas and C. Benjamin Cox write,

No longer the pedagogical step-child of the social sciences, social studies presents itself as a field of study in its own right, involving its own theory and methodology of inquiry and synthesis, a unique focus and application, a growing body of literature and a group of practitioners who have disengaged themselves from identification with the separate analytical disciplines of the social sciences. From this point of view social studies is seen as something different from the social sciences simply adapted for pedagogical purposes.... The social sciences establish limitations and offer guidelines, but they do not determine the nature of the inquiry engaged in by social studies.<sup>14</sup>

Charles R. Keller argues that social studies is not a subject, but rather a "federation of subjects often merged in an inexact and confusing way."<sup>15</sup> He would dispense with the term "social studies" which he claims is "vague, murky and too all inclusive," replacing it with the designation 'history' and the 'social sciences.' These are claimed to be exact and hence meaningful.

Earl S. Johnson reacts to this position in the comment that,

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<sup>13</sup>James P. Shaver, "Social Studies: The Need for Re-definition," Social Education. November, 1967, p. 588.

<sup>14</sup>Byron G. Massialas and C. Benjamin Cox, Inquiry in Social Studies. (McGraw-Hill Book Company, New York), pp. 64-65.

<sup>15</sup>Charles R. Keller, "Needed: Revolution in the Social Studies," Saturday Review, September, 16, 1961, p. 60.





...the experiences of human beings do not come wrapped in six or more packages each bearing the label of, or containing only the substantive data of one of the social science disciplines. Nor, to change the figure can the meaning and significance of human life be known by experiences being submitted to a sum of analyses under any number of disciplines undertaking the task in sequence.

When such a 'sum of,' or 'in sequence' approach is espoused it is, I am quite sure premised on the view that the student is able to take appropriate data from each of the disciplines as they pass in review and pattern them into operationally useful knowledge, germane to his 'life space' or 'area of experience' as I have used these terms. There is little evidence that any but the most exceptionally brilliant students can effect such patterns of knowledge.<sup>16</sup>

## 2. Development

Within these differing concepts of the social studies there have been considerable ferment and a plethora of courses in the 1960's. In 1965 the National Council for the Social Studies addressed an inquiry to almost 500 school systems and virtually all had some type of curriculum revision underway. Jack Allen<sup>17</sup> and Edwin Fenton<sup>18</sup> record more than 50 projects at the national level in the U.S.A., mainly at Universities supported by Federal, Foundation and Regional funds.

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<sup>16</sup>Earl S. Johnson, "The Social Studies and the Social Sciences," School Review, Vol. 71 (Winter, 1963), pp. 389-403.

<sup>17</sup>Jack Allen, "Assessing Recent Developments in Social Studies," Social Education, February, 1967, pp. 99-103.

<sup>18</sup>Edwin Fenton, The New Social Studies, (Holt, Rinehart and Winston, Inc., New York, 1967), p. 4.



Michaelis<sup>19</sup> records forty-one major projects operating in the social studies curriculum area, ranging from kindergarten to Junior College and even University level. James R. Meredith (1963)<sup>20</sup> and Roger I. Langevin (1967)<sup>21</sup> record the existence of social studies programs in all the provinces of Canada with Alberta and Saskatchewan emphasizing an interdisciplinary content.

T.G. Finn states that,

The history of the Social Studies in Alberta is also a history of evolving concepts regarding the nature of curriculum building. It would appear that Alberta has tried everything, made startling innovations, and explored new ideas on a large scale that had very limited experimentation elsewhere.<sup>22</sup>

In England, Social Studies received its vigor and initial impetus with the 1944 Education Act. With the raising of the compulsory school age to 15, pleas were made for practicality and relevance in education and the call for some form of social studies as a substitute for traditional, often

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<sup>19</sup>John U. Michaelis, "A Directory of Social Studies Projects," NASSP Bulletin, March, 1967, pp. 77-80.

<sup>20</sup>James R. Meredith, A Comparison of courses of Study in Secondary Schools of Canada, (unpublished Master's thesis, University of Alberta, 1963), p. 4.

<sup>21</sup>Roger I. Langevin, A Comparison of the Secondary School Social Studies Programs of the Provinces of Canada, (unpublished Master's thesis, University of Alberta, 1967), pp. 32-62.

<sup>22</sup>T.G. Finn, "History of the Social Studies in Alberta" in The Alberta Conference on the Social Studies Curriculum for Grades I-XII, A Rationale for Social Studies, edited by S.N. Odynak. A mimeographed publication of the Department of Education, Province of Alberta, p. 24.



dull and lack lustre history and geography was heard throughout the land. The initial movement was however short lived. The social studies suffered the dual stigma (in England) of being both "unexamined" and identified with the non-academic streams. The new courses whatever their relevance lacked both status and respect. The position remained unchanged until the 1960's when education reports and debates ranging from primary to higher education emphasized the need for socially relevant education. A report of the Central Advisory Council for Education (England) states,

Civics, current affairs, modern history, social studies, whether under those names or not, ought to feature in the programme. They need sensitive handling if they are not to go sadly awry.<sup>23</sup>

Developments at London's famed Kidbrooke School and London's St. Dunstan's College, famed for its academic excellence, initiated a new era in the social studies at secondary level. Support from the Nuffield Foundation and the influential Schools Council has resulted in a number of programs.<sup>24</sup>

A review of the development of the social studies in the U.S.A. shows activity as far back as the 1890's culminating in the report of the Committee of Seven of the American Historical Association. This report established the dominant

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<sup>23</sup>Half Our Future, A report on the Central Advisory Council for Education, (England). Her Majesty's Stationery Office, London, 1963, p. 73.

<sup>24</sup>Vincent R. Rogers, "The Social Studies Revolution Begins in Britain," Phi Delta Kappan, Vol. L, No. 3, November 1968, pp. 162-165.







position of History in the social studies curriculum in secondary schools. The 1916 Commission on Social Studies challenged the position of History and advocated courses in civics and problems of democracy in the high school. The great depression influenced the establishment of the 1934 American History Association's Commission. The depression high-lighted grave social and economic problems and from it emerged curricula of inter-cultural education and problem solving strategies. The immediate aftermath of World War II was the vigorous attention to international education with some emphasis on the non-western-world. In the late 1940's the economic education movement emerged and in July 1960 a National Task Force on Economic Education was created. The report of the National Task Force "stresses above all the development of objective, reasoned consideration of economic issues as a basis for thorough understanding and wise choice."<sup>25</sup>

Lawrence Senesh heads the Elkhart, Indiana, Experiment in Economic Education (1-12). His approach to an integrated social studies curriculum is expressed in the statement,

How can political science, sociology, economics, and anthropology be taught all in one grade, particularly the first grade? This is a new art, I think, which I call the orchestration of the curriculum. Units have to be constructed in such a way that different units give emphasis to the different areas of the social sciences. In

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<sup>25</sup>George Leland Bach, et al., Economic Education in the Schools - a Report of the National Task Force on Economic Education, Committee for Economic Development, 711 Fifth Avenue, New York 22, N.Y.: September 1961, p. 5.



some units the sociologist plays the solo role while the other social scientists play the accompaniment; then the economist is the soloist, then the anthropologist, and so on.<sup>26</sup>

There is the increasing trend for articulated programs, K-12, to be formulated.

The soaring into space of the Russian Sputnik in 1957, the National Defence Education Act of 1958, the commitment to the concept of the 'great society' and the challenge to 'conventional wisdom,' all contributed to the winds of change which ruffled the status quo. Developments in the Natural Sciences, Mathematics, Foreign Languages accelerated the ferment in the social studies, resulting in a mushrooming of programs.

### 3. Objectives

In any area of study, irrespective of its definition, a statement of objectives is inescapable. In a review of the objectives of the social studies, the researcher is struck by their range and prolixity, often quite indistinguishable from the aims of general education.

Dorothy M. Fraser and Edith West reported in 1961:

Innumerable lists of goals or aims for the total school program and for the social studies have been drawn up during the past half century. Some have been short, others lengthy. One of the longest contains

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<sup>26</sup>Lawrence Senesh, "Organizing a Curriculum Around Social Concepts," in Irving Morrisett (ed.) Concepts and Structure in the New Social Science Curricula. West Lafayette, Indiana, 1966, p. 14.



over 1400 objectives for the social studies and many of the lists ran to 500 or more.<sup>27</sup>

Lawrence E. Metcalf chides those who ascribe long lists of impeccable and general purposes to the social studies which he claims "are operationally vague and poetic expressions shot through with contradictory and incompatible destinations."<sup>28</sup> He suggests instead a single purpose: "to help students examine reflectively issues in closed areas of American culture, i.e., in such areas as sex, economics, religion, race, and social class."

Johnson states, "If you ask me to specify the chief aim which social knowledge should engender, I would answer: improvement in judgment about values."<sup>29</sup>

James Hemming suggests that the main aim of the social studies is "to give our future citizens some true understanding of mankind."<sup>30</sup>

Shirley H. Engle argues that "the goal of the social studies lies not merely in information but in the character

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<sup>27</sup>Dorothy M. Fraser and Edith West, Social Studies in Secondary Schools, (New York: The Ronald Press Company, 1961) p. 34.

<sup>28</sup>Lawrence E. Metcalf, "Some Guidelines for Changing Social Education," Social Education, Vol. 27, 1963, pp. 197-201.

<sup>29</sup>Johnson, op. cit., p. 392.

<sup>30</sup>James Hemming, The Teaching of Social Studies in Secondary Schools (London: Longmans Green and Co., 1949), p. 6.





of people. The goal is the good citizen."<sup>31</sup>

It is an axiom of education that curricular decisions should be made on the basis of objectives, although there is much evidence that objectives do not play this esteemed role in curriculum decision making and evaluation in the social studies. Charles A. Beard<sup>32</sup> emphasized that one cannot discuss the objectives of education without considering the objectives of the society in which the education is to be operative. This is especially pertinent to the social studies.

Donald W. Oliver and James P. Shaver state "that the multiplicity of purposes in American society can be summarized in one very abstract phrase: to promote the dignity and worth of each individual who lives in the society."<sup>33</sup> As a statement of central commitment, it is not likely to be disputed at least as an ideal, even though it presents problems in translation into practice.

#### 4. Content

In the area of content in the social studies the considerations of criteria for selection and teaching strategy

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<sup>31</sup>Shirley H. Engle, "Decision Making: The Heart of Social Studies Instruction," Social Education, Vol. 24, (Nov. 1960), pp. 301-304.

<sup>32</sup>Charles A. Beard, The Nature of the Social Sciences, (New York: Charles Scribner's Sons, 1934), pp. 157-177.

<sup>33</sup>Donald W. Oliver and James P. Shaver, Teaching Public Issues in High School, Houghton Mifflin Company, Boston, p. 9.





are basic. The fundamental philosophy of a particular curriculum is reflected in the nature, scope, sequence, continuity of its content and methodology.

One may choose to teach a social science as a discipline or to use social science content to contribute to the general intellectual competence of all the citizenry, but each choice will lead the teacher to a different curricular decision because the criteria for content selection will be different.<sup>34</sup>

The essentialists advocate the teaching of each discipline as a separate and distinct body of knowledge in its own right.

Those who advocate an interdisciplinary approach to social studies are concerned with the integration of the disciplines yet maintaining the individual identity of each.

The advocates of the multidisciplinary or holistic approach to the social studies employ concepts, generalizations, problems and themes as organizing centers. This approach is characterized by the crossing of the 'frontiers' of disciplines freely and frequently in order to present social reality in perspective. There is no attempt to teach the content of a discipline or disciplines per se. Johnson<sup>35</sup>

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<sup>34</sup>Ibid., p. 7.

<sup>35</sup>Earl S. Johnson, Theory and Practice of the Social Studies, The Macmillan Co., New York, 1956, p. 99.



Hanna,<sup>36</sup> Shaver,<sup>37</sup> Massialas and Cox,<sup>38</sup> Engle,<sup>39</sup> are representative of the multidisciplinary approach, whereas Keller<sup>40</sup> Berelson,<sup>41</sup> Krug<sup>42</sup> represent the essentialist.

## 5. Structure

The concept of structure in a discipline has found its principal advocates in Bruner and Schwab. Schwab states that "the structure of a discipline consists in part of the body of imposed conceptions which define the investigated subject matter of that discipline and control its inquiries."<sup>43</sup> In the context of this definition, concepts and generalizations within the social studies constitute substantive structures.. This is however only one component of structure. Schwab

<sup>36</sup>Paul R. Hanna, "The Social Studies program in the elementary schools in the Twentieth Century," The Social Studies: Curricular proposals for the future. Scott Foresman and Company, Chicago, pp. 42-78.

<sup>37</sup>Shaver, op. cit., p. 589.

<sup>38</sup>Byron G. Massialas and C. Benjamin Cox, Inquiry in Social Studies, McGraw-Hill Book Company, New York, pp. 53-54.

<sup>39</sup>Shirley H. Engle, "Thoughts in Regard to Revision," Social Education, April 1963, pp. 182-184, 196.

<sup>40</sup>Keller, op. cit., p. 60.

<sup>41</sup>Bernard Berelson, "Introduction," in a publication of the American Council of Learned Societies and the National Council for the Social Studies, The Social Studies and the Social Sciences, New York: Harcourt, Brace and World, Inc., 1962.

<sup>42</sup>Krug, op. cit., p. 402.

<sup>43</sup>Joseph J. Schwab, "The Concept of the Structure of a Discipline," The Educational Record, Vol. 43, July 1962, pp. 197-205..



refers to another which he calls the 'syntactical structure' of the disciplines. "By the syntax of a discipline, I mean the pattern of its procedure, its method, how it goes about using its conceptions to attain its goals."<sup>44</sup>

Bruner hypothesizes that "any subject can be taught effectively in some intellectually honest form to any child at any stage of development."<sup>45</sup> He also contends that,

The structure of knowledge - its connectedness and its derivations that make one idea follow into another - is the proper emphasis in education. For it is structure, the great conceptual inventions that bring order to the congeries of disconnected observations, that gives meaning to what we may learn and makes possible the opening up of new realms of experience.<sup>46</sup>

Most of the social studies curricula, indicate concern for and the use of the concept of structure in their formulation. It must however be observed that Newman and Krug are ardent critics of the concept of structure and its application in secondary school social studies. It is contended that if structures are 'imposed conceptions' or 'conceptual inventions' then a discipline may have not one but a plurality of structures.

Krug argues that,

the structuralists in the social studies do not hesitate to advocate an amalgamation of history and the social sciences and do not seem to be concerned about the

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<sup>44</sup>Ibid.

<sup>45</sup>Jerome S. Bruner, The Process of Education, Vintage Books, A Division of Random House, New York, p. 33.

<sup>46</sup>Jerome S. Bruner, On Knowing, Cambridge, Mass.: Harvard University Press, 1962, p. 120.





protection of the integrity of these disciplines and the reluctance, if not outright opposition of most historians and of many social scientists to a reductionist synthetic unification.<sup>47</sup>

Fred M. Newman writes,

Can a discipline have a structure independent of the scholars' ability to articulate it? An affirmative answer carries with it an implication that some sort of intellectual natural law transcends scholarly endeavor, unaffected by the studies of human being, that pre-existing structures are waiting to be discovered. On the other hand, a negative reply suggests that the utility of structure as a concept depends mostly upon a prediction that scholars will in fact be able to articulate the structure of their field. If the existence of structure is mainly a function of the scholars' ability to construct it, then there is no logical basis for assuming that any given discipline has a structure.<sup>48</sup>

## 6. Organizing Centers

The organizing centers or principles around which content and teaching strategy have developed over the last decade consist of 'imposed conceptions' as a body of generalizations, as a set of concepts, as a group of analytical questions, themes, and social problems.

Paul R. Hanna, Richard Gross and their students identified 3,272 generalizations, subsumed under nine 'basic activities of man.' These bodies of imposed conceptions (generalizations and nine basic activities of man) define the subject matter to be investigated. In an era marked by the complexity and mushrooming of knowledge we must either know

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<sup>47</sup>Krug, loc. cit.

<sup>48</sup>Fred M. Newman, "The Analysis of Public Controversy - New Focus on Social Studies," The School Review. Winter, 1965, p. 413.



how to build new generalizations or be left to solve tomorrow's task with yesterday's tools. Most social studies curriculum projects have abandoned generalizations as a satisfactory guide to structure. A large number of curricula continue to use an expanding community structure in time and place.

Samuel P. McCutchen<sup>49</sup> advocates the problems approach to social studies. The societal issues define the content to be studied.

Roy A. Price<sup>50</sup> has identified major concepts from the social sciences and allied disciplines that appear to be appropriate for elementary and secondary programs in social studies.

Fenton writes,

A few projects, identify the hypothesis-forming part of structure with analytical questions. Historians in particular feel more at home with questions to put to data than with lists of concepts.... Structure considered as either concepts or analytical questions plays a central role in inquiry. Some one who understands the concept of leadership or knows how to ask analytical questions about leaders may well interpret data differently from a person unacquainted with the idea. The more concepts or analytical questions a student carries in his head, the more fruitful tools for inquiry he

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<sup>49</sup>Samuel P. McCutchen, "The Theory and Philosophy of the Problems Approach." The Problems Approach and the Social Studies, George L. Ferber, (ed.) Curriculum Series, Number Nine, National Council for the Social Studies, April 1955, pp. 1-10.

<sup>50</sup>Roy A. Price, Warren Hickman and Gerald Smith. Major Concepts for Social Studies, Social Studies Curriculum Center at Syracuse University, 409 Maxwell Hall, Syracuse University, Syracuse, New York 13210. Nov. 1965, pp. 7-35.



possesses.<sup>51</sup>

## 7. Teaching Strategy

The notion of 'coverage' and amassing inert information is no longer given prominence in the classroom. It is however necessary to have command over a basic minimum of relevant data for the development of concepts and the posing of meaningful questions. Mere information per se has been de-emphasized. Facts as tentative conclusions now reflect a high rate of obsolescence. Emphasis is now placed on process as content. J.C. Parker and Louis J. Rubin hypothesize that,

process - the cluster of diverse procedures which surround the acquisition and utilization of knowledge - is, in fact the highest form of content, and the most appropriate base for curriculum change.<sup>52</sup>

This hypothesis supports the widespread emphasis of the discovery or inquiry process as against the learning of content, defined as "a rhetoric of conclusions to be transferred to the student."

## 8. Instructional Material

Development in the social studies suggests an increasing emphasis on the use of primary sources and reference material. A wide range of audio visual materials, artifacts and resource personnel is employed. The library is

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<sup>51</sup>Fenton, op. cit., p. 14.

<sup>52</sup>J.C. Parker and Louis J. Rubin, Process as Content: Curriculum Design and the Application of Knowledge. Rand McNally and Company, Chicago, p. 1.





increasingly the center of investigation. Some projects have developed unit material and there is the possibility that 'packaged programs' may be made available. This is a tendency that must be examined with care, as it can produce a new orthodoxy more pernicious than the old. We will have thrown the text book away, and replaced it with more sophisticated, but nevertheless restrictive material.

### Summary

This review aims at identifying the major trends in social studies. It indicates that there has been considerable ferment and a great increase in projects supported by a variety of agencies and the Federal Government of the U.S.A. The review examines trends in the areas of definition, development, objectives, differing advocacies in respect to content, the concept of structure, the nature of organizing centers for content, teaching strategy and the changing concept of instructional material.

As a field of study, the social studies has been characterized by considerable experimentation at national, state or provincial, regional and local levels. These experiments and studies have produced a wide range of programs and suggested frameworks for the teacher. The major problems that will soon confront the teacher and administrator are the wise selection and adaptation of materials, and the possibility of standardization.





## CHAPTER III

### A PROPOSED CURRICULUM DESIGN

#### I. BASIC CONSIDERATIONS

In the design or framework of a curriculum which is essentially a plan for learning, the planner must be concerned with four major factors. Firstly, the nature of the learner and the learning process are crucial. In this instance the learner is the young adolescent.

Robert J. Havinghurst writes,

From the age of thirteen or fourteen most boys and girls are preoccupied with social activities and social experimentation. This is their most important business.

. . . . .  
Adolescence is the age when young people can learn to work together as peers. For the sake of their usefulness as citizens it is important that they should have experience in handling as much of their own business as possible.<sup>53</sup>

In the realm of cognitive learning David P. Ausubel and Pearl Ausubel state,

From the standpoint of the secondary school teachers the most significant development in cognitive functioning that occurs during the preadolescent and early adolescent years is the gradual transition from a predominantly concrete to a predominantly abstract mode of understanding and manipulating complex relational propositions. This developmental shift in turn has far reaching implications for teaching methods and curricular practices in the secondary schools.<sup>54</sup>

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<sup>53</sup>Robert J. Havinghurst, Developmental Tasks and Education, David McKay, Inc., New York, pp. 34-37.

<sup>54</sup>David P. Ausubel and Pearl Ausubel, "Cognitive Development in Adolescence," Review of Educational Research, Vol. 36, 1966, p. 409.



The emotional and cognitive changes that are being effected in the young adolescent must be directed through social learning situations and cognitive activity of gradually increasing complexity.

Secondly, the nature of the society will influence the content and outcomes of the curriculum.

Hilda Taba writes,

If the curriculum is to be a useful prescription for learning, its content and the outcomes it pursues need to be in tune with the social and cultural realities of the times.<sup>55</sup>

In this curriculum design the society is that of Trinidad and Tobago, whose main societal characteristics were outlined in Chapter One.

Thirdly, the nature of the content or subject matter must be defined. In this curriculum the content will be organized around the major societal problems and institutions. The organizing centers of content will cut across the frontiers of discrete disciplines.

Fourthly, the method or way of knowing must be indicated. In this design the mode of inquiry is advocated.

The nature of the learner and the learning process, the society, the content, and the mode of inquiry will influence the objectives of the curriculum, and the outcomes.

The curriculum design includes the statement of objectives, selection of content, the mode of inquiry and

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<sup>55</sup>Hilda Taba, Curriculum Development, Theory and Practice, Harcourt, Brace and World, Inc., p. 272.



methods of evaluation in the social studies.

## II. OBJECTIVES

Trinidad and Tobago have evolved a pattern of democratic institutions as the bases for social life. The system of government is based on the classic Westminster pattern and the concepts of western democracy constitute the foundation of the society. Arising out of the heritage of democracy are the cardinal concepts of the dignity of the individual, the right of free choice, and the enjoyment of basic freedoms protected by the rule of law. The citizens have grown to expect these as their birth right.

The Draft Plan states:

We are supposed to produce citizens who are intellectually, morally and emotionally fitted to respond adequately and productively to the varied challenges of life in a multi-racial developing country and to the changes which are being brought about rapidly in the economic foundations of civilization, particularly the challenges of Science and Technology.<sup>56</sup>

If the society is to provide the quality of citizenry indicated above, the social studies program must be geared primarily to the promotion of desired behavioral changes.

Fraser and West state:

Social studies objectives should be stated as desired student behavior, rather than as blocks of subject matter to be learned. The desired end-product of social studies instruction is the citizen who thinks and acts in ways that are personally and socially constructive. Subject matter

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<sup>56</sup>Draft Plan For Educational Development in Trinidad and Tobago, 1968-83. Second Printing, Government Printery, Trinidad, Trinidad and Tobago, 1968, p. 5.





is to be used to achieve these behaviors, rather than to be learned for itself. Objectives stated as behaviors provide clearer, more direct guidance for the choice of content and procedures than do objectives stated in more traditional terms.

A functional statement of objectives must be comprehensive. It should include attention to skills, attitudes and values and basic concepts and generalizations. Indeed in recent years the three categories of concepts, attitudes and skills have frequently been used to classify and organize social studies objectives.<sup>57</sup>

Further, Bining and Bining stated the major general aims of social studies as:

- (1) the enrichment and development of the lives of pupils to the greatest extent of their abilities and powers within the environment, and,
- (2) the training of pupils to take their places in a democratic society in such a way as to make their country a better place in which to live.<sup>58</sup>

As a deliberate effort to overcome the vagueness of social studies objectives so that they can be more readily evaluated there is an increasing emphasis to categorize objectives into three broad areas. Fenton groups these as:

- i) Knowledge: The ability to recall or recognize ideas or phenomena that a student has experienced in the same form or a similar form at an earlier time.
- ii) Attitudes and Skills: The ability to find appropriate information and techniques in a student's experience to help him solve new problems or cope with new experiences. In the social studies the modes of inquiry of historians and social scientists are an important part of these abilities.
- iii) Affective objectives: The development of attitudes and

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<sup>57</sup>Fraser and West, op. cit., p. 36.

<sup>58</sup>Arthur C. Bining and David H. Bining, Teaching the Social Studies in Secondary Schools, Third Edition, (New York: McGraw-Hill Book Company, Inc., 1952), p. 33.



understandings and values that will promote a democratic way of life and help each student to develop a personal philosophy.<sup>59</sup>

The objectives of the proposed social studies curriculum for junior secondary schools in Trinidad and Tobago must be derived from, and consistent with, the expectations of the society, the educational philosophy, and the generally espoused objectives of social studies as a multidisciplinary field. The objectives of the proposed course of study then are:

i) To develop competence in the acquisition of relevant data on the basis of which concepts and skills will be developed, and used as tools in further learning.

ii) To develop a technique of thinking and inquiry as an effective tool to be used in the evaluation of problems and situations in a world whose only permanence is change.

iii) To develop the habit of valuing, and ability to define and defend a position with reference to stated criteria, i.e., general welfare, natural law, rational debate and comment.

These objectives are to be achieved through the medium of a social studies course, multidisciplinary in content, using societal problems and institutions as organizing centers.

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<sup>59</sup>Edwin Fenton, Teaching the New Social Studies in Secondary Schools, Holt, Rinehart and Winston, Inc., New York: p. 19.



### III. CRITERIA FOR CONTENT SELECTION

The social studies curriculum will be organized around societal problems and institutions. A problem will be considered as a situation or condition which has aroused concern, a feeling of inadequacy, dissatisfaction or discontent.

Within a community or nation there will be dissatisfaction over such matters as inadequate housing, the existence of slums, unemployment, the high cost of living, juvenile delinquency. Certain problems like war and poverty will be international in scope.

Several problems are never resolved completely but the groups concerned may arrive at a working consensus. In some instances a problem is worsened and may even lead to violence.

A social studies curriculum dealing with societal problems must identify the problem areas or areas of dissatisfaction and discontent. Students are familiar with problems at a personal and community level through actual observation or experience. They are also aware of some national and international problems as reported in the press, or on the radio and television.

The fact that a problem exists does not however make it a felt problem to the child. Maurice P. Hunt and Lawrence H. Metcalf state: "To feel a problem is to be aroused psychologically to the point where one wants to learn enough





about it to do something about it."<sup>60</sup>

In certain problem areas it will be possible to develop empathy and a feeling to take action to bring about a measure of relief. In other areas the class will develop a heightened awareness of a situation and its implications, but will be unable to make any substantial impact through action.

Institutions will be defined as social processes. Education, law, democracy are examples of institutions which will be studied as the foundations of the society.

The selection of the content of the curriculum will be determined by the following considerations.

i) The content will consist of the study of the problems of the society and institutions. Problems should be seen as the result of several forces at work and not just coincidences. The agricultural problem for instance must be seen as the result of historical, geographic, economic, political factors.

ii) The content selected should provide for learning experiences across broad areas of human interaction. These interactions give rise to competing interests and conflicts which must be reconciled through co-operation and a recognition of the interdependence of individuals and groups.

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<sup>60</sup> Maurice P. Hunt and Lawrence E. Metcalf, Teaching High School Social Studies, Harper and Row, New York, 1967, p. 78.





iii) Within the area defined by societal problems and institutions the student will select and pursue special interests. A 'census' of student interest would be obtained through discussions or inventories completed by the students.

Taba writes,

Somehow, sound education must build a bridge between the existing motivation and concerns of the learners and the essentials of education. The things that for one reason or another constitute the "musts" or "essentials" can be achieved through a multitude of details which can be selected according to existing interests, or for which interests can be developed. . . .

The job of the curriculum making is to get below the surface and to discover those things that may "engage" the student, to enlarge these and to connect them with what "has to be learned".

It seems therefore that the principle of meeting the demands of essential, significant subject matter and that of adapting education to the needs and interest of the student are not necessarily in conflict. As one differentiates the levels of choice it is possible to "fix" the essential things to be learned and allow the details through which to learn them to be determined by student interest, thus providing for both.<sup>61</sup>

Some problems are easily identifiable. New problems come into focus and old ones may be resolved. It is however, possible to indicate a number of problems and institutions which will provide the organizing centers for inquiry by the students.

A multidisciplinary approach at elementary school has been suggested by Paul Hanna. His model is constructed on the basis of expanding communities and nine basic human activities.

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<sup>61</sup>Taba, op. cit., p. 289.



Engle,<sup>62</sup> Price<sup>63</sup> suggest the use of major concepts as organizing centers. These concepts transcend the boundaries of conventional disciplines. They are "imposed conceptions"<sup>64</sup> of the scholar.

Engle suggests a minimal list of nine whereas Price and his colleagues suggest a list of thirty-four including substantive and value concepts and concepts of method.

On the assumption that secondary education is general education and in the context of an ever expanding body of knowledge the teacher is faced with the alternatives of,

(a) Leading the students "to some understanding of all major domains of knowledge." In the domain of the social sciences alone, he must therefore introduce his students to some seven subject fields. To attempt this within a single domain of knowledge is to attempt the impossible.

(b) He may select and simplify a limited number of the social sciences, treating each in isolation or attempting an interdisciplinary approach. Whatever the criteria employed in the selection of subjects, the student will be given only a partial picture of the social problems of his environment.

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<sup>62</sup>Engle, loc. cit.

<sup>63</sup>Roy A. Price, Warren Hickman, Gerald Smith. Major Concepts for the Social Studies, A Progress Report 1965. Social Studies Curriculum Center at Syracuse University, p. 7-35.

<sup>64</sup>Schwab, op. cit., p. 199.



(c) He may attempt to define and investigate social problems and institutions so that the interpretation of social reality will be more meaningful. This approach will be followed in this curriculum.

Phenix writes,

The fact of meaninglessness presents a challenge to education to contribute to the restoration of meaning. This challenge can be met. The way lies in recognizing the centrality of meaning in human life and in creating a curriculum deliberately designed to overcome the prevalent forces of meaninglessness. This design calls for the use of instructional materials drawn from the organized disciplines of learning in which dedicated experts make progress toward significant understanding, tested by shared professional criteria of validity and excellence.<sup>65</sup>

A social studies curriculum whose content will facilitate the understanding of the problems, and institutions, of the society and their extensions beyond the national frontier would help to restore meaning to otherwise isolated events and influences in the life of the citizens. The social interaction within problem situations and institutions will provide the student with opportunity to identify and study value problems.

The following areas will constitute the main content field of the curriculum. The class and teacher will add to the list, as situations suggest.

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<sup>65</sup>Philip H. Phenix, Realms of Meaning, A Philosophy of the Curriculum for General Education. McGraw-Hill Book Company, New York (1964), p. 38.





### Social Problem Areas

Population	Vocational Choice
Unemployment	Labor Relations
Urbanization	Trade
Industrialization	Conservation of Resources
Agriculture	Communication
Health	Transportation
Housing	Race Relations
Slum Clearance	War
Juvenile Delinquency	Poverty

### Social Institutions

The Family	Religion
Education	Democracy
Law	Government

Through class discussion each major area would be expanded and subtopics would provide the basis for lesson units. In the study of these areas of human interaction the student should gain a greater insight into the affairs of the society and the contemporary world in which he lives.

### Scope and Sequence

Scope in the curriculum will include the breadth and depth of content to be studied. The extent and intensity of study at any grade level will be determined by the students' background, the availability of time, source materials and the competence of the teacher.



In the case of a social studies curriculum organized around societal problems and institutions it is proposed that the problem areas which have physical referents be the main units to be emphasized in grade seven. The problem areas suggested by family, housing etc., should be less difficult to grasp. As students progress through the grades their increasing powers of abstraction and added competence in inquiry skills should assist in a better understanding of such institutions as law and democracy and their implications.

#### IV. OUTLINE OF A RESOURCE UNIT ON POPULATION

Bhagwati writes,

Although the quality of the population is no less significant, the question of its sheer size has been receiving greater attention. According to many demographers, the population of the world is growing at a rate that promises unprecedented disaster. Whether one agrees with this gloomy prediction or not, it can be safely asserted that the growth of population in the underdeveloped areas is an alarming prospect. The reason is simple: it threatens to nullify the effects of economic expansion on the availability of income per head.<sup>66</sup>

Population pressure affects every member of the community directly or indirectly. Demands upon social services mean greater government expenditure and higher taxation. Individuals and families are directly affected by a shortage of housing, inadequate school places, unemployment. As a problem area in the society it requires study.

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<sup>66</sup>Jagdish Bhagwati, The Economics of Underdeveloped Countries, (World University Library, 20 Bond Street, London W.1), p. 89.



A social studies unit dealing with the population problem has a wide field for inquiry. It lends itself readily to the gathering of data, acquisition of skills and dealing with value questions. The study cuts across the frontiers of several subjects.

Listed below are the many facets of the problem area that can be explored. As a suggested unit of study, one or more topics may be used for individual lessons or reporting by individuals or groups. The study should investigate the local scene and extend beyond with the view of arriving at generalizations where possible.

Before this unit is started it would be necessary to indicate the main sources of data. These will include census reports, government publications, UN publications, texts, reference sources and resource persons. Selected films will amplify some of the topics contained in the resource unit.

#### Topics

##### (1) Population Composition

Age and Sex

Ethnic

Religious

##### (2) Geographical Distribution of Population

##### (3) Occupational Distribution of Population

##### (4) Population Movement

Internal

External

##### (5) Population Growth





- (6) Population Density
- (7) Disease, Famine, War and Population
- (8) Urbanization and Population Problems
- (9) Industrialization and Population
- (10) Agriculture and Population
- (11) Rural Depopulation
- (12) Population, Nationality and Language
- (13) Population and Resources
- (14) Population Policies
- (15) Population and Social Services

#### A Lesson Unit

In this introductory lesson to grade nine, the origins, growth and distribution of the local population will be examined. The background material provided will consist of a descriptive extract and a table of statistics on population. Both these items are indicated below.

History. Columbus discovered Trinidad on his third voyage in 1498. At that time the island was inhabited by Arawak Indians. During the 16th and 17th centuries the Spanish colonists had great difficulty in maintaining a footing on the island. It was subject to attacks by the French, the Dutch and the English, and the cocoa crop failed as a result of a blight. Many settlements were abandoned and by 1733 the number of Spaniards had fallen to 150.

Recovery was slow until 1783 when Spain encouraged foreigners of the Catholic faith to settle in Trinidad. The French in particular took advantage of this offer and brought with them coffee, sugar cane, cotton and new varieties of cocoa.

Although a Spanish possession, Trinidad contained more French inhabitants than Spanish at the time of its capture by Britain in 1797 during the Napoleonic Wars. Trinidad was ceded to the British Crown in 1802 under





the Treaty of Amiens. Among the influences of Spanish and French settlement which remain, the Roman Catholic religion is the most notable, and there are many French and Spanish place names.

Tobago's early history was different from that of Trinidad. It was uninhabited in 1632 when settlers were sent there by a company of Dutch merchants. In 1763, by the Treaty of Paris, it was ceded to England and administered as part of the Southern Caribbean Islands. It was captured by the French in 1781, recaptured by the British in 1793, restored to France under the Treaty of Amiens in 1802, and finally ceded to Britain in 1814.

Population. Under British rule the sugar industry continued to expand and slaves from West Africa were brought to work on the plantations. At the time of their emancipation in 1834 there were 21,000 slaves in Trinidad.

Many of the freed slaves left the plantations and established small holdings of their own in the interior or sought work in the towns. To meet the resulting labour shortage on the plantations indentured labour was employed, chiefly from India. Between 1845 and 1917, some 150,000 migrants entered Trinidad from China, Madeira and India. About three out of four stayed when their contracts expired and their descendants form a large part of the population today. The population of Trinidad is perhaps the most mixed of all the West Indian islands. There are small proportions of Europeans from many different countries, including English, French, Spanish and Portuguese. There are also Chinese, Syrians and Latin Americans.

Of the total population, 43.5 per cent is of African descent, 36.5 per cent is descended from immigrants from India, 2 per cent is European and 1 per cent Chinese. Most of the remainder are of mixed descent. In Tobago, the bulk of the population is of African descent.

Numbers are increasing rapidly and it is estimated that half the population is under 16 years of age. In 1946, the population was 557,970 (of which Tobago 27,161) and at the 1960 census it was 827,957 (of which Tobago 33,333).

Physical and economic controls exert a great influence on the distribution of population. The most marked concentration of population in Trinidad is along the west coast, the sugar producing region, and in particular around the ports. This reflects the growth of the manufacturing industries in the towns of the west coast and



the importance of the petroleum industry in the south-west of the island. Much of the sparsely inhabited eastern side of the island is mountainous forest or swamp-land, and is unsuitable for agriculture.

In the sugar belt the villages are large and peopled mainly by Indians, whereas in the main cocoa producing region - the Central Range - the typical settlement pattern consists of small villages strung out along the roads.

In Tobago most people live in the coral lowlands of the south-west and along the coasts in the cocoa and coconut producing areas. This has resulted in overpopulation of the agricultural lands and migration of Tobagonians to Trinidad to work in the oil industry and the new manufacturing industries.

The distribution of the population by administration areas at the 1960 census was as follows:<sup>67</sup>

Town or County Division	Census 1960
City of Port of Spain	93,954
Town of San Fernando	39,830
Borough of Arima	10,982
County of St. George (exclusive of Port of Spain and Arima)	256,478
Mayaro/Nariva	23,306
St. Andrew/St. David	38,622
County of Caroni	90,513
County of Victoria (exclusive of San Fernando)	132,721
County of St. Patrick	108,218
Ward of Tobago	<u>33,333</u>
	827,957

<sup>67</sup>Trinidad, An Economic Survey, Barclays Bank D.C.O.  
54 Lombard Street, London E.C. 3, 1967, p. 6-9.



TABLE I

## TRINIDAD AND TOBAGO: DETERMINANTS OF POPULATION GROWTH

Year	Birth Rates		Death Rates		Net Migration	Population	Population Increase
	Per 1,000 Population	Per 1,000 Women Age 15-49	Per 1,000 Population	Infant Death Rate per 1,000			
1951-55	38.6	163.8	11.0	73.1	n.a.	n.a.	n.a.
1957	37.7	166.1	9.5	56.5	+880	754,150	n.a.
1958	37.6	166.2	9.2	62.7	+3,750	780,280	3.5
1959	37.4	166.5	9.1	62.2	+4,840	808,240	3.6
1960	39.1	174.5	7.9	45.4	-140	834,350	3.2
1961	37.9	166.1	7.9	45.0	+390	860,730	3.5
1962	37.9	165.2	7.1	38.5	+2,600	900,450	2.6
1963	35.6	155.6	7.2	41.0	+2,320	924,250	2.6
1964	34.7	151.2	7.0	35.3	-2,120	951,050	2.9
1965	32.8	143.1	6.9	38.1	-3,050	973,900	2.4
1966	30.2	131.7	7.1	41.8	-5,140	994,850	1.8
1967	28.2	123.3	6.7	37.5	-8,960	1,010,100	1.5
1968	30.1	131.6	7.0	38.4	-11,320	1,022,400	1.0

Sources: Annual Statistical Digest, 1966, Tables 22, 23, 15 and 17; Central Statistical Office, Government of Trinidad and Tobago.  
1967 and 1968 figures are estimates.





## Procedure

On reading the extract and study of the table of statistics students will encounter terms which require definition, and illustration. Such terms as emancipation, indentured labor, immigrants, will be clarified through discussion and reference to sources which will make their meanings clear.

With an understanding of the material, students will now be able to ask a wide range of questions, suggested by the content of the material supplied. This is an important stage in a student oriented inquiry approach. Competence in asking questions whose answers are not obvious will increase with practice. Questions should call for information, interpretation, role playing and divergent thinking.

Following is a list of possible questions which may be asked by the class. The "tentative answers" which students can provide for their questions will serve as hypotheses to be tested. Answers which reflect preference cannot be tested as those which state facts.

### Questions:

- (1) What type of life did the Arawaks lead?
- (2) Why was Trinidad subject to attacks from the French, Dutch and English during the seventeenth and eighteenth century?
- (3) What is your reaction to slavery as a means of providing labor?
- (4) Why was indentured labor introduced mainly from India?
- (5) What different types of occupations are available today?



- (6) How do customs and beliefs differ in our mixed society?
- (7) What changes have taken place in population growth over the last 100 years in Trinidad and Tobago?
- (8) Why is the population concentrated mainly in the western half of Trinidad?
- (9) What proportion of the population was below the age of 15 in 1960; in 1968.
- (10) What is being done to reduce the pressure of population in the West Indies?
- (11) Compare the Birth rate and Death rate of Trinidad and Tobago with that of the U.K., India, Jamaica. What are your findings?
- (12) Account for the distribution of population according to Town or County Divisions.
- (13) If you had to choose another place of residence within the country where would you select and why?

Students assuming the role of the conventional teacher can pose questions to the rest of the class. These questions will provide a useful source for yielding tentative answers. As students acquire skill in questioning they will be more ready to ask and answer their own questions. The important consideration is that questions be asked and tentative answers be formulated.

### Hypotheses

It is assumed that the students suggest as a hypothesis the statement - "The Arawaks were a peaceful Amerindian tribe that practised agriculture." In order to test this statement it is necessary to collect data from a variety of sources.



## Collection of Data

At this stage the student has to find evidence. He will have to go to historical sources which give accounts of the life and customs of the Arawaks. He will consult accounts given by different writers. Students will refer to the available history texts, articles in reference books and primary source materials like descriptions or accounts given by the Spanish and other early settlers in the region. Visits to a museum and discussion with resource persons would provide additional information. Depending on the nature of the data required, different sources and methods will be employed. To test the statement - "Most of the population is settled in the western half of Trinidad," the student will have to consult census data, population maps and diagrams. The process of data collection is necessary to provide evidence, before a tentative answer can be tested.

## Conclusion

On the basis of the data collected the student will now draw conclusions. The evidence collected will indicate whether the statements or hypotheses can be accepted, modified or rejected.

The evidence available in respect to the following statements:

- i) The Arawaks were a peaceful Amerindian tribe that practised agriculture.
- ii) Most of the population is settled in the western half of Trinidad.





would suggest that they will be accepted as hypotheses.

Where a statement applies to a local instance or only a few instances, the limitations must be noted, and general conclusions will not be valid. If however the student examines the distribution of population over a large number of densely populated areas he will have evidence to conclude that the largest concentrations of population are found in lowland areas. This will be a conclusion of a general nature and would be accepted as a generalization.

#### Role of the Teacher

In the process of guiding the class in its search the teacher will be actively engaged in

- i) stimulating class discussion on topics under study,
- ii) directing inquiry toward source materials,
- iii) providing data through hand outs and occasional class lessons especially in areas where it would be too difficult for students to acquire data,
- iv) presenting additional source material through audio visual media and resource persons,
- v) maintaining a class climate which would encourage student inquiry and active participation in learning how to learn.

The basic principle underlying this approach is that the student should, largely through his own search discover and use relevant data in the solution of problems. The student will be constantly encouraged to ask questions, provide tentative answers, collect data and evidence to test his statements, and finally draw conclusions. The teacher will be less of an instructor and more of a consultant in the





inquiry oriented classroom.

### Summary

Four major factors influencing curriculum have been noted. They are the nature of the learner, the nature of the society, the nature of the content and the strategy or mode of learning. The objectives of the curriculum have been stated as the development of concepts and skills as tools to further learning; the development of a technique of inquiry; and the habit of valuing according to stated criteria.

In the selection of content societal problems and institutions have been proposed as the organizing centers of the curriculum using a multidisciplinary approach.

In an outline of a resource unit on population a series of topics have been listed as lesson units. A lesson plan on the origin, growth and distribution of population in Trinidad and Tobago, details the procedure to be followed through the stages of definition of terms, questions, hypotheses, collection of data, testing of hypotheses, conclusions and generalizations.



## CHAPTER IV

### A. TEACHING STRATEGY - GUIDED INQUIRY

Using societal problems and institutions as content the guided inquiry approach is suggested as the teaching strategy for this curriculum. A review of teaching methods in the social studies reveals support for the method of inquiry which involves the student in discovery and 'figuring out.' The emphasis is on ways of knowing rather than on the accumulation of fact per se.

The approach at the junior secondary level would be through a 'guided inquiry' method through which teacher-student participation aided by a wide range of suitable reading material, films, visits, etc., will provide students with the necessary background and orientation.

J. Richard Suchman writes,

It is clear from the research on teaching strategies that the more active and autonomous the learner becomes in a learning process, and the more he takes responsibility for decisions regarding the collection and interpretation of information the more meaningful the learning becomes and the more motivated the learner becomes.<sup>68</sup>

Bruner conjectures, "For if man's intellectual excellence is the most his own among his perfections, it is also the case that the most uniquely personal of all he knows is that which he has discovered for himself."<sup>69</sup>

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<sup>68</sup>J. Richard Suchman, "Learning through Inquiry," Childhood Education, 41:289-291, Feb. 1965.

<sup>69</sup>J.S. Bruner, "The Act of Discovery," Harvard Educational Review, 31:21-32, Winter, 1961.



A major cognitive objective of the social studies is the development of critical thinking, necessary in the evaluation of problems and issues. The teaching strategy or method which promotes discovery or 'figuring out' by the student will therefore be emphasized. This would suggest an inquiry approach, also referred to as problem solving, reflective thinking, inductive or hypothetical method.

Much of the interest evinced in the inquiry approach can be traced to the work of John Dewey,<sup>70</sup> who defined a process which he called 'reflective thinking.' He advocated that the student should develop the "intellectual tact and sensitiveness" to solve problems by inquiring constantly in the classroom. The crucial element in education, he thought was the ability to deal with problems, to seize upon guiding ideas, to develop hypotheses and to verify them. He hoped that each student beginning with a general model on inquiry would develop his own style of thought.

Massialas and Cox state,

In short the distinguishing character of the reflective process lies mainly in the effective combination of democratic climate, hypothesis - focused inquiry, and the functional use of facts in support of hypotheses.<sup>71</sup>

The reflective method suggested by Massialas and Cox consists

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<sup>70</sup>John Dewey, How We Think, (Boston: D.C. Heath, 1933) pp. 106-118.

<sup>71</sup>Byron G. Massialas and C. Benjamin Cox, Inquiry in Social Studies, McGraw-Hill Book Company, New York, p. 115.





of six phases which move the student from problem to solution. The six phases are orientation, hypothesis, definition, exploration, evidencing and generalization.

Suchman writes,

Learning that is initiated and controlled by the learner himself as a means of expanding his own understanding is inquiry. Three conditions that stimulate and sustain this process are:

- (1) The child becomes an inquirer when he is faced by some event or situation that challenges his idea of the universe....
- (2) Inquiry can occur only in a climate that affords freedom for the student to gather data and to build and test theories in his own way....
- (3) Even the freedom to inquire cannot sustain inquiry if the learner has no access to data, no opportunity to test his ideas against empirical events....<sup>72</sup>

Hunt and Metcalf observe that there is no essential difference between reflection and the scientific method of inquiry. The stages suggested in the process of reflective thought as a teaching method are: (1) Recognition and Definition of a problem, (2) Formulation of a hypothesis, (3) Elaboration of Logical Implication of Hypotheses, (4) Testing of Hypotheses, (5) Drawing of a conclusion.<sup>73</sup>

Fenton and Good,<sup>74</sup> have suggested a mode of inquiry

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<sup>72</sup>Suchman, op. cit., p. 290.

<sup>73</sup>Maurice P. Hunt and Lawrence E. Metcalf, Teaching High School Social Studies, Harper and Row, New York, 1968, pp. 67-69.

<sup>74</sup>Edwin Fenton and John M. Good, "Inquiry and Structure," in Inquiry in the Social Studies, (ed.) Rodney F. Allen, et. al. NCSS, pp. 90-93.



consisting of six steps:

1. Recognizing a problem from data,
2. Formulating hypotheses,
3. Recognizing the logical implications of hypotheses,
4. Gathering data,
5. Analyzing, evaluating and interpreting data,
6. Evaluating the hypothesis in light of data - modifying, rejecting, restating hypothesis if necessary and stating a generalization.

S.S. Kight and J.M. Mickelson,<sup>75</sup> found the problems method superior for children of both low and high I.Q.

E.E. Bayles,<sup>76</sup> reported on six studies with reflective thinking which he directed. Basically all were concerned with how well do members of classes taught in a problem solving manner compare with those taught conventionally in regard to what is covered in typical standardized examinations. He reports that without qualification even where the conventionally taught students were coached for the tests, the pupils in the experimental classes did significantly better.

An important observation from studies in problem solving is that improvement in problem-solving teaching is slow, gains however grow considerably after a teacher has had experience with the approach.

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<sup>75</sup>S.S. Kight and J.M. Michelson, "Problems vs Subject," The Clearing House, Sept. 1949, pp. 3-7.

<sup>76</sup>E.E. Bayles, "Experiments with Reflective Teaching," Kansas Studies in Education, Lawrence, University of Kansas, V. 6, April, 1956, pp. 1-32.



The use of the inquiry approach at junior secondary level calls for a degree of sophistication on the part of the teacher and students. Although in every progressive classroom students are encouraged to investigate, find out on their own, and report findings, the processes are not as highly structured as in the models mentioned.

Before a highly structured approach is attempted some competence should be acquired by the students in mastery of certain basic skills or techniques. In a program designed to study social problems through an inquiry-centered, problem solving approach some mastery of the following should be developed:

- (1) Ability to define terms clearly - constantly asking what do you mean by \_\_\_\_\_? when there is doubt or lack of clarity.
- (2) Ability to phrase questions clearly.
- (3) Ability to make statements or propositions which are then listed as hypotheses.
- (4) Ability to differentiate between 'fact' and opinion or belief. Students should be aware that a 'fact' may be disproved and superseded by another 'fact' in time.
- (5) Ability to question the sources of data and evidence. Students should look at data from the point of view of recency, competence and possible bias of source.
- (6) Ability to modify or reject an idea or belief formerly held in the light of evidence to the contrary.





Some basic problems are likely to yield a number of minor problems which affect students directly or indirectly. The discussion and exploration of these should provide students with necessary practice in the area of data collection, the interpretation of data, drawing of conclusions and proposal for solution. The problem areas of increasing population, migration, housing, education, rising-costs, rural depopulation, limited resources, vandalism, juvenile delinquency etc., will provide material for investigation and the statement of conclusions.

Forming hypotheses is a sophisticated process but can be developed in the early stages through the discussion of a situation seen as a problem by the student or teacher. The high volume of food imports into Trinidad and Tobago may be noted, and students required to give reasons for it. The statements of reasons will constitute hypotheses. It is conceivable that students will make such statements as:

1. Our agricultural system is underdeveloped.
2. People prefer imported products.
3. Imported foods are of superior quality.
4. Imported foods are cheaper than home grown ones.

These statements now provide hypotheses which must be tested. On the collection and analysis of data, it may be necessary to reject, accept or modify the hypotheses. In their attempt to test hypotheses students would discover that some are not testable; some will remain untested for want of adequate data; and that there is often multiple





causation behind a problem which may at first appear simple.

### Value Inquiry in Social Studies

In the realm of the study of values there is evidence that (1) teachers avoid raising ethically sensitive questions, (2) those who deal with value issues do so spuriously and superficially, often showing an undue reliance on authority as the basis for judgment, (3) or may assume a role of unwarranted neutrality on social issues.<sup>77</sup>

This assessment of the teacher's stand in making value judgments is possibly universally true. There is generally high sensitivity on the part of parents, administration, groups, in respect to value judgments, often interpreted as indoctrination. It should be the concern of the teacher to encourage 'valuing' without attempting to teach or impose values. Social issues demanding value judgments will arise continuously and avoidance of their discussion in class deprives the student of a major exercise in his educational development. Throughout his life he will be called upon to make value decisions, and he should be encouraged to view issues with clarity and in the light of all the available evidence.

Fenton writes,

If at the end of his study a student emerges with the same values he held at the beginning, he will still have amassed a body of evidence for his position;

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<sup>77</sup>Massialas and Cox, op. cit., p. 158.



evidence which may support him in a crisis. He will also have learned techniques with which he can test and clarify values. If on the other hand he finds that some of the values he held failed to pass the test he can abandon them for others. In either case he will be better off.<sup>78</sup>

Michael Scriven writes,

Values in the curriculum should not be a wholly separate subject, but should have the status of a pervasive substructure, like critical thinking and clear expression.<sup>79</sup>

He argues that value analysis should begin at kindergarten and continue with problems of increasing complexity through high school. Apart from the discussion of value issues which arise from the immediate social and personal situations 'empathy materials' including films and case studies may be employed to develop reaction and promote discussion on particular value problems. The study of values may begin at the level of practicality in value analysis - the evaluation of products, into the area of personal behavior; then into the realm of social problems - morality in law and politics, and finally into the realm of international problems.

The study of values and the development of materials and methods adequate for valuing present a major challenge for the social studies program.

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<sup>78</sup>Edwin Fenton, "The New Social Studies - Implications for School Administration," NASSP Bulletin, March 1967, p. 63.

<sup>79</sup>Michael Scriven, "Values in the Curriculum," Concepts and Structure in the New Social Science Curricula, edited by Irving Morrisett, Holt, Rinehart and Winston, Inc., 1967, pp. 127-132.



L.E. Raths emphasizes the importance of developing the process of valuing among children. The teacher who would develop values among children would be advised to:

1. Encourage children to make choices and to make them freely.
2. Help them discover and examine available alternatives when faced with choices.
3. Help children weigh alternatives thoughtfully, reflecting on the consequences of each.
4. Encourage children to consider what it is that they prize and cherish.
5. Give them opportunity to make public affirmations of their choices.
6. Encourage them to act, behave, live in accordance with their choices.
7. Help them to examine repeated behaviors or patterns in their life.<sup>80</sup>

The teacher must ensure that as a matter of strategy he does not introduce his judgments prematurely. If he has to take a position it should be one of 'defensible partisanship,' a position consistent with democratic ideals and the process of inquiry. The integrity of the teacher in the area of valuing cannot be overemphasized.

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<sup>80</sup>L.E. Raths, M. Harmin and S.B. Simon, Values and Teaching, Charles E. Merrill Books, Inc., Columbus, Ohio, pp. 38-39.





## B. EVALUATION IN THE SOCIAL STUDIES

Both students and teachers engaged in a learning enterprise would like to know at varying stages how successful their efforts have been. The teacher needs to gather evidence concerning how much and how well his students have learned. From a personal point of view, he seeks proof of learning to support his own feelings of achievement. As a professional person he needs to evaluate the progress his students are making so as to judge whether the means chosen to achieve his goals have been successful. The teacher needs to gather and analyse evidence of learning in order to make rational decisions about curriculum organization and learning activities, and to diagnose his own and his students' progress. Evaluation also provides evidence for rating the progress of individual students.

### Some Basic Assumptions

If education is assumed to bring about a change in behavior, the behavioral change must be measurable; behavioral change will be reflected in terms of attitude and values, skills, and knowledge; and finally, instruments must be devised to evaluate the areas of changed behavior.

Evaluative techniques may be grouped into two broad categories: observation, and paper and pencil tests.

### OBSERVATION

A teacher may form judgments about how well his students



are learning by carefully observing their behavior. Evidence collected through observation can be utilized to evaluate the growth of the individual student, for rating one student in relation to his previous performance; in relation to other students; and in relation to some external criteria for satisfactory, better or superior performances.

For evaluating growth it is helpful for the teacher to keep written records of his observation rather than trust to memory. The records need not be elaborate. They may range from criticisms on written reports or notes on oral exercises, or anecdotal records hand written and filed after class discussion or other activities in which students have displayed, relevant behavior. With these permanent records the teacher is better able to judge the direction in which behavior has changed.

The process of observation is continuous. It is not limited to an artificial test situation with all its tensions. In some ways evidence gathered through unobtrusive observations of student behavior is more valid as an index of change, especially in the realm of attitudes and values, than the kind of data gathered through a paper and pencil test. Stephen M. Corey<sup>81</sup> reports a study showing that overt behavior as measured by the amounts students will change their test when allowed to do their own test grading is not

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<sup>81</sup>Stephen M. Corey, "Professed Attitudes and Actual Behavior," Journal of Educational Psychology, Vol. 28, 1937, pp. 271-280.



related to attitudinal scores derived from a highly reliable questionnaire measuring verbal opinions towards cheating on examinations.

Ebel observes that,

both the maintenance of good educational programs and the improvement of educational procedures require good evaluations. Good evaluation in turn can only be made in relation to the goals of instruction.<sup>82</sup>

In noting the three broad categories of objectives concerned with knowledge and understanding; attitude, values and feelings; instruction and practice in skills, Ebel states---

our disappointing experience in trying to measure some of these outcomes is beginning to convince us that part of the job cannot be done. I even suspect that part of it should not be done.<sup>83</sup>

Ebel writes,

Today many of us are less sanguine. The experience of 30 years of generally unproductive efforts are beginning to convince us that we have set ourselves an impossible task, like squaring the circle, or building a perpetual motion machine.<sup>84</sup>

Although it would appear that the task of evaluating behavior satisfactorily in the realm of attitudes and values is difficult, there are however instruments which could be employed and which at least may suggest trends. Since the most important task of the social studies is in the realm of

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<sup>82</sup>Robert L. Ebel, "The problem of Evaluation in the Social Studies," Social Education, Vol. 24, Jan. 1960, pp. 6-10.

<sup>83</sup>Ibid.

<sup>84</sup>Ibid.





affect and the promotion of growth in the area we must continue to use existing instruments of evaluation, mindful of their short-comings and the complexity of the task. The teacher's preoccupation with imparting knowledge coupled with the relative difficulty of measuring growth in the realm of values, partly accounts for the erosion or neglect of the affective objectives. It is assumed that achievement and general intellectual performance are public matters, whereas beliefs, values, personality traits etc., are private. As a consequence of this tradition very few tests are available in this area for teacher use.

D.R. Krathwohl observes,

Only rarely did we find an affective evaluation technique used because a group of local teachers wanted to know whether students were developing in a particular way. It was evident that evaluation work for affective objectives was marginal and was done only when a pressing question was raised by the faculty or when someone wished to do 'educational research.'<sup>85</sup>

Krathwohl defines and classifies educational objectives in the affective domain for purposes of curriculum construction and evaluation. The heirarchical classification of the affective goals have been listed as Receiving, Responding, Valuing, Organization and Characterization by a value or a value complex. This order ranges from awareness to internalization of attitudes and values.

In the category of 'receiving' the teacher tries to

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<sup>85</sup>D.R. Krathwohl, B.S. Bloom and B.B. Masia, Taxonomy of Educational Objectives: Handbook II, The Affective Domain, David McKay Company, Inc., New York: p. 15.





make the student sensitive to or conscious of the existence of certain phenomena. At the next level of behavior, 'responding' the student takes some initiative in participating in a given activity finding it satisfying. In 'valuing' or ascribing worth or preference the student shows a measure of conviction or commitment. At the level of 'organization' the student builds up a stable value system. At the highest level of affect, characterization by a value or value complex, the student forms a personal credo which serves as an integrating principle in developing a philosophy of life.

To date, measurements of attitudes and values have commonly taken the form of asking students to respond to a series of statements. The greatest obstacle however is lack of sincerity on the part of students, who tend to make 'respectable' responses. They feel it expedient to respond to attitude tests in ways which they believe will put them in 'good light.' When confronted with a value judgment they are likely first to decide what response will be most pleasing to the teacher or adult who might learn of the test results. True attitudes thus remain concealed.

The Likert scales, and the Allport-Vernon-Lindzey Study of Values are generally used. The Likert scale is widely used, although it is not produced commercially. Louis E. Raths and Newton Hodgson have produced a somewhat less structured test. Students are put in selected situations and are asked to respond to questions such as:

1. What did you like or approve in the situation?



2. What did you dislike or disapprove in the situation?
3. What recommendations do you have for improving the situation.<sup>86</sup>

One of the most widely used test is the Allport-Vernon-Lindzey Study of Values. It embodies the characteristic of a forced response. The Thematic Apperception Test consists of a series of pictures vaguely reflecting human beings in varying situations. The student is asked to create a story interpreting the scene in the picture. Presumably his response will be projections of his own basic feelings. The sentence completion test presents students with fragments of sentences with instructions to complete the sentences. It is theorized that the nature of the response will reflect basic attitudes. This type of test is very difficult to interpret, and not reliable, as responses seem to vary from one administration to another. Related to sentence completion tests are the various association tests. These employ words, colors, tactile or sound material. Presumably the speed prevents censorship and the responses are seen evolving into a meaningful pattern.

#### PAPER AND PENCIL TESTS

##### Essay Type Evaluation

The reliability and validity of an essay type test

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<sup>86</sup>Maurice P. Hunt and Lawrence E. Metcalf, Teaching High School Social Studies, (Second Edition), Harper and Row, New York (1968), p. 256.



relate directly to the degree of planning, construction and grading involved. The appeal of essay type tests to class teachers has been based on the assumption that any question somewhat related to the content under study will suffice. This approach elicits a free response by the students, often encouraged by vague and imprecise directives like 'Discuss' or 'Analyse.'

In the planning of an essay test the following criteria should be observed: (1) What are the reasons for the test and what ends are to be served, (2) What is the nature of the group to be tested and the level of its competence.

In structuring an essay test one of the paradoxes is "that the students freedom of response- the main attraction of this evaluation instrument, must be channeled and restricted for the essay test to be most effective."<sup>87</sup>

Writers in the field of essay testing advocate more, but shorter questions, having all students answer the same questions rather than allowing a choice of questions. This will make the comparison of performance more meaningful. The reliability of essay tests can be increased by comparing performance on a series of such tests over an extended period of time. When a measure of comparability is desired it will be necessary to minimize the possible variables through

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<sup>87</sup> Robert J. Solomon, "Improving the Essay Test in the Social Studies," Evaluation in Social Studies, Thirty Fifth Yearbook of the National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C., p. 143.





precise instructions governing the test and have all students do all the questions which should be of equal difficulty. The most thoughtful efforts in planning and writing of questions can be thwarted by imprecise grading standards or procedures. An effective technique that helps to maintain consistency in evaluating essays will facilitate comparability of results.

### Short Answer Tests

The use of short answers in testing has had a long tradition of experimentation and research with a wide variety of paper and pencil tests. These tests have often been classified as objective tests and include such forms as multiple choice, completion, association, true-false.

A review of published tests in the social studies will reveal that most of them do not test for critical thinking although they frequently purport to do so. Tests reveal that an emphasis on recall questions still predominate. The majority of questions are the "who," "what," and "when" variety and they invariably seek to elicit a descriptive response.

Among standardized tests which purport to measure reflective thinking skills in social studies the Sequential Tests of Educational Progress (STEP) are commonly used. The Teacher's Guide provides a rather detailed item by item analysis of skills, understandings, types of materials and



subject matter involved.<sup>88</sup>

In a rationale for evaluation in the cognitive domain, Benjamin S. Bloom observes, "An achievement test is an adequate and valid test if it provides evidence of the extent to which students are attaining each of the major objectives of the unit of instruction."<sup>89</sup>

Curriculum builders would find the taxonomy suggested by Bloom helpful in detailing objectives so that evaluation can take place in terms of clearly defined goals. The Handbook identifies categories of objectives and illustrates through question types how each objective may be evaluated. A detailed study of "The Taxonomy and Illustrative Materials" provides a clear guide to forms of questions under each of the six categories, - Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation - in the cognitive domain.<sup>90</sup>

#### Measurement of Growth in Skills

Evaluation in the realm of skill development is no less important than evaluation in the affective and cognitive domains of learning.

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<sup>88</sup>Teacher's Guide, Sequential Tests of Educational Progress, Educational Testing Service, Co-operative Test Division, Princeton, N.J., 1959.

<sup>89</sup>Benjamin S. Bloom, M.D. Englehart, E.J. Furst, W.H. Hill, D.R. Krathwohl, Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, David McKay Company, Inc., New York: p. 28.

<sup>90</sup>Ibid., pp. 61-200.



Eunice Johns and Dorothy M. Fraser,<sup>91</sup> have provided a useful guide to the analysis of basic skills. The chart outlines a planned sequential program for skill development in the Social Studies. The skills which are of major responsibility to the Social Studies are:

- (1) Reading Social Studies materials,
- (2) Applying problem-solving and critical thinking skills to social issues,
- (3) Interpreting maps and globes,
- (4) Understanding time and chronology.

H.R. Anderson,<sup>92</sup> observes that teachers who wish to measure growth in skills should use standardized tests or use tests patterned after these instruments. He provides a comprehensive treatment of the subject with several test examples. Horace T. Morse and George H. McCune<sup>93</sup> provide a useful bulletin which will be of considerable value to the classroom teacher in the construction of teacher made tests in the realm of study skills and critical thinking.

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<sup>91</sup>Eunice Johns and Dorothy M. Fraser, "Social studies Skills: A Guide to Analysis and Grade Placement," Skill Development in Social Studies, (ed.) Helen McCracken Carpenter, Thirty-third Yearbook of the National Council for the Social Studies, pp. 310-327.

<sup>92</sup>H.R. Anderson, Evaluation in Social Studies, Thirty-fifth Yearbook of the National Council for Social Studies, pp. 100-114.

<sup>93</sup>Horace T. Morse and George H. McCune, Selected Items for the Testing of Study Skills and Critical Thinking. Bulletin No. 15, Fourth Edition, 1964. National Council for the Social Studies.





## Standardized Tests

The basic reference for test users is the 'Mental Measurement Yearbook' series and 'Tests in Print' edited by Oscar Krisen Buros.<sup>94</sup> The latter serves as a master index of the Mental Measurement Yearbooks. In 1964 there were approximately 100 published tests in social studies in the U.S.A.; most of them achievement tests. In the selection of tests the teacher must be concerned with such practical matters as suitability of content, publication date, cost, administration time, ease of administering and scoring, availability of parallel forms, format and such technical matters as reliability, validity, norms and test difficulty. It is of utmost importance that the teacher should study the comparative merits of available tests, the quality of the items and what the test purports to cover in the area of content, skills and understandings.

Where a completely new curriculum is being examined in a completely different context, existing standardized tests are of little value, except as guides to general format. In a new situation the class teacher, provided with some technical assistance in test construction will have to devise instruments suited to evaluate the objectives of his

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<sup>94</sup>Oscar Krisen Buros (ed.) Mental Measurement Yearbook. Highland Park, N.J.: The Gryphon Press and,

Test in Print: A comprehensive Bibliography for use in Education, Psychology and Industry. Highland Park, N.J.: The Gryphon Press, 1961.





curriculum.

Ebel writes -

The necessity that involves most teachers in test construction brings with it some educational advantages. As has been said, the process of test construction can help the teacher clarify and define the objectives of a course. Classroom tests prepared by the teacher are likely to fit the content and objectives of a particular course better than would a test prepared by anyone else. Finally when testing and teaching are in the hands of the same person, they are likely to be more effectively integrated in the total educational process than if the testing were separated from the teaching.<sup>95</sup>

Perhaps the greatest dilemma of the Social Studies is that as it becomes more meaningful as an educative experience, the more difficult it is to subject it to conventional evaluative procedures. The student involved in study of primary sources, independent and small group study, interviews, role playing, case study etc. will be difficult to evaluate in a quantitative and comparative sense.

A social studies curriculum moving on the frontier of ferment and change calls for evaluation of a non-traditional means; but more than that, to what extent can pupil grasp of value-laden, emotionally-tinted issues actually be evaluated? Certainly new conceptions of testing and rating of problems in this area are demanded or we make a mockery of our purposes and our instruction. . . . Indeed, until we accept such a comprehensive and evolving concept of evaluation we dare give no one a grade but ourselves.<sup>96</sup>

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<sup>95</sup>Robert L. Ebel, Measuring Educational Achievement, Prentice-Hall Inc., Englewood Cliffs, New Jersey, p. 9.

<sup>96</sup>Richard E. Gross and Dwight W. Allen, "Problems and Practices in Social Studies Evaluation," Social Education, March 1967, p. 211.



## Summary

A guided inquiry method is suggested for the teaching of the proposed curriculum. It is intended that the teacher will provide assistance at certain stages especially where source materials are not readily available to students. The predominant emphasis will however be on the student finding out and developing his competence to learn how to learn. In the social studies the students will be provided with opportunity for valuing and every effort should be made to develop the process of valuing, with the teacher providing clarifying questions to assist students in arriving at their own decisions.

The nature of the social studies and the objectives to be assessed make it necessary for the teacher to employ a variety of devices in order to ensure whether the objectives have been achieved in terms of behavioral changes.

The teacher's task in evaluating behavior should be continuous and varied if he is to make useful and effective evaluations of the learning outcomes. Subjective and co-operative appraisal by the teaching staff will contribute substantially to the evaluation of student progress.

The teacher must be constantly aware of the difficulty of evaluating affective behavior and great restraint must be exercised in making comparative judgments.

The difficulties of evaluation in the social studies should however not deter, but rather challenge the teacher



to formulate new ways of evaluating the growth of each member of his class.





## CHAPTER V

### IMPLICATIONS AND RECOMMENDATIONS

#### TEACHER TRAINING

In the final analysis it is the teacher who must interpret the curriculum to the student in the learning-teaching situation in the classroom. He must relate to both the curriculum and learner to ensure that effective learning results. In order to do this the teacher must possess knowledge of what is to be taught and the method of teaching it. He must have a sound knowledge of the learner and the learning process and show a commitment to his task as a professional person.

The implementation of this proposed curriculum will be an innovation within the general school curriculum in the schools of Trinidad and Tobago. It will call for rethinking among teachers and administrators, and a new approach to social studies as a multidisciplinary field of study at the junior secondary level.

A brief review of the current practice in the field of social studies would indicate the nature and extent of change that will be necessary.

The existing curriculum in the social studies emphasizes the teaching of subjects as separate disciplines. This is partly due to the demands of the external examinations to which students are subjected at the end of the secondary



school course.

In the field of the social studies the subjects studied as separate disciplines are history, geography and commerce, with a view to specialization at the senior high school level. During the sixth and seventh year of high school Economic and Public Affairs may be offered as a subject. In practice the separate subjects of the social studies are taught by different teachers with little or no effort to integrate the separate subject fields.

The majority of teachers in the secondary schools have themselves been the product of a system which emphasized a separate subject approach with an emphasis on content.

Preparation to enter the teaching service requires a post secondary two year teacher training, or a three or four year course of study at University. An increasing number of University graduates spend an extra year for a diploma course in education at the University.

Both at teachers' colleges and University the approach to the social studies has been specialized. As a result of a specialized secondary and post secondary background, teachers understandably continue to teach the social studies as they themselves were taught, and as required by the existing curriculum. A multidisciplinary approach to the social studies will constitute a departure from current practice.

If our students are going to be provided with a more meaningful education in the social studies it is necessary that the social studies teachers be oriented to the



reorganization of content and to an inquiry approach as proposed. If this is to be a reality teacher education at both teachers' colleges and university must include a social studies program emphasizing the inter-relatedness of the disciplines from which social studies content is derived. It would also necessitate a program at in-service and pre-service levels involving content re-organization and new teaching strategies in the field of social studies.

The existing survey course in Caribbean studies for undergraduates at the University of the West Indies attempts to integrate broad fields with a focus on Caribbean problems. An enriched program of this nature at teachers' colleges will introduce teachers to a multidisciplinary content. Both content and process in social studies courses should indicate the pattern to be pursued in the classroom.

In the introduction of a new curriculum there should be considerable pre-planning and discussion of the implications with the teachers and administrators. Once the innovation has been introduced there should be continuous and systematic evaluation and feedback to determine the extent to which the objectives of the curriculum are being achieved.

It must be noted at this stage that the educational system in Trinidad and Tobago is highly centralized, and administered by the Ministry of Education. Innovations are generally initiated from the head office on the recommendations of the technical staff. Individual schools are known to have carried out experiments in curriculum, but because of





the use of a prescribed curriculum that is externally examined the freedom of the teacher to influence content, especially in the senior high school is restricted.

Assuming that a new curriculum is to be introduced in the social studies, the following procedure is suggested.

i) A conference of teachers of the social studies at high school level should be convened by the Ministry of Education. The new curriculum and its implications should be discussed, giving teachers the opportunity to express their views and offer suggestions on the proposals. Teacher participation in, and support for change will be vitally important. They should be invited to review the nature, scope and purpose of the social studies within the framework of the school program and with special reference to the junior secondary schools or the first three years of secondary education. This proposal would be a basis only for discussion.

ii) Selected teachers from pilot schools should be invited to study and further investigate the proposals for change in the social studies curriculum.

iii) The selected teachers should be provided with an in-service training program consisting of seminars, lectures, workshops and writing sessions on the new curriculum. The workshops would include the preparation of resource units, teaching units, and preparation of resource materials.

iv) Teachers who have been involved in the preparatory courses will now introduce into the pilot schools resource units that have been developed during workshop





sessions. These units will be evaluated and revised.

v) Students involved in the pilot experiment will have to be evaluated systematically and continuously and accurate records kept.

vi) Concurrently with this limited in-service program of training, teachers who propose to teach social studies, should be offered a pre-service program at the teachers' colleges and university department of education.

vii) The decision to establish a prescribed course of study for all schools should await development of the new program in the pilot schools and the increased supply of trained teachers in the field. This limited approach to the introduction of a new curriculum will ensure that teachers have had the opportunity to develop adequate knowledge and skills in teaching the new program.

## RESOURCE MATERIALS

Traditional curricula developed along separate subject lines have depended to a large extent on prescribed texts as source material. In the past the choice of text books was left largely to the head of the subject department or the subject teacher. More recently the Ministry of Education in consultation with subject committees has issued a list of prescribed texts in almost all areas of study. Prior approval of the Ministry must be obtained to use a text not on the prescribed list.

A social studies program which aims at encouraging a



wide range of learning experiences cannot be text book bound. Where the emphasis is on inquiry by the student source materials must be of a wide range and readily available.

The development and successful use of resource units and teaching units must be supplemented by audio visual and reading materials. Audio visual materials should include slides, transparencies, film strips, films, video tapes, maps, charts, diagrams, cartoons, recordings on discs and tapes, radio and television programs.

These materials could be acquired over an extended period. When units are developed appropriate materials should be provided.

Students would be encouraged to make use of community resources through field trips, discussions and interviews with resource persons in the community.

Reference books including biographies, specialized accounts, fiction and fugitive materials in the form of pamphlets, leaflets, newspapers and magazines will provide materials for classroom use. The materials must be appropriately graded and classified for easy reference.

Bibliographic guides, reference works including Encyclopaedia, Year Books, Directories, and Reports will be necessary sources of data. Up to date bibliographies will be found in professional journals such as Social Education, Journal of Geography, and History Today. The limitation of resource materials will be a severe disadvantage. If however,



resource units are planned in advance and basic source material made available in the school library, the disadvantage will at least be minimized. Over a period of time the supply of materials will facilitate a greater range of flexibility for course design and resource units. The compilation of sources of suitable and locally available materials would be of considerable value to the teacher

More expensive and less readily available materials like films, film strips, records, tapes and video tapes for specific units could be more economically utilized if they were purchased by and distributed from a central or regional office. Every school within the limits of its resources should purchase a stock of materials which will be in use regularly. In addition to centrally or regionally based materials on loan, and individual school resources, a consortium of schools within a defined area could jointly produce and use a series of relatively inexpensive film strips, slides, and eight millimeter films. A well co-ordinated system of selection, purchase, and distribution of resource materials will be a major support to the social studies curriculum. Carefully selected text books, reference sources, and paper backs will be a valuable addition to the school library.

#### ADMINISTRATION AND PUBLIC EDUCATION

The Draft Plan for Educational Development recognizes the need for additional administrative staff including





personnel for curriculum supervision. The Plan states,

Within the long term development plan in preparation and with several modifications which will become necessary in the next four years, and also with the society and the Education service expecting vastly improved planning in education, the establishment of an effective Planning and Development section is of highest possible priority. School Publications, Testing, and Educational Broadcasting are sections which also have fundamental roles to play in the development of education in this country and must, on this account be properly staffed.<sup>97</sup>

A division of school supervision as envisaged in the Draft Plan would assist in the introduction and promotion of new curricula in several fields.

A supervisory staff fulfilling the role of curriculum consultants in co-operation with the faculty members of the Institute of Education, University of West Indies could be of great help in curriculum reform.

School supervisors will have a major role to play in curriculum change. Curriculum planning, supervision, evaluation, in-service training for teachers are basic supports for effective change within the system. Supervisors serving as subject consultants could be of special help to beginning teachers.

Evaluation in the social studies program calls for the use of a variety of evaluative devices. Teachers will need the assistance of experts in the field of test construction. The testing division of the Ministry of Education would be a

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<sup>97</sup> Draft Plan for Educational Development in Trinidad and Tobago 1968-1983, Second Printing, Government Printery, Trinidad, Trinidad and Tobago, 1968, p. 76.



source of technical assistance in the important area of evaluation of the social studies curriculum. The teachers' training program should place greater emphasis on the construction and administration of a wide range of teacher made tests. This would ensure that teachers will be better able to evaluate performance. It is envisaged that in the future standardized tests based on national norms will be devised for use in many subject areas. These will supplement teacher evaluation.

A new orientation toward the social studies will involve added expenditure. A phased introduction through pilot experiments and gradual adoption would minimize the initial cost of the innovation. The immediate financial commitment will be in the area of sponsoring in-service programs and materials for pilot schools. With a systematic expansion of the program, and the establishment of regional resource material centers, the average outlay per school should diminish.

Members of the public and especially parents can be of support to changes within the school if they are aware of what is taking place, and appreciate the objectives to be achieved through curriculum change. The social studies more than any other field has relevance for all the citizens.

Citizens in a democratic society need to be involved in the educative process taking place within the school. This involvement includes an awareness of the innovations and the ways and means through which the school attempts to help the student to earn a living, to live with others, and to



live with himself.

Parents in particular must appreciate what changes are brought into effect. Public understanding of a new social studies curriculum could be engendered through discussion with the PTA, Teachers' organizations, panel discussions on radio and television, articles in the press and journals. Public awareness, informed professional discussion, comments and criticism will be of value.

A new social studies curriculum with the object of providing a more meaningful appreciation of the society can also be used as the basis of an adult education course and evening programs for school leavers.

Public support through public education must be encouraged in any enterprise aimed at improving the quality of the life of the community as a whole.

#### SUMMARY OF RECOMMENDATIONS

Secondary education as general education has among its aims, the fostering of some understanding of the major domains of knowledge and facility in the ways of knowing or modes of inquiry. With the rapid expansion of knowledge and increasing specialization, the student cannot be expected to study all the subjects even within a single domain. A multidisciplinary, inquiry oriented approach to the social studies will facilitate a grasp of the relatedness of the social sciences to social problems and provide the student with the facility to learn how to learn.





On the basis of the above assumptions and the objectives of the social studies curriculum as stated in Chapter III the following recommendations are submitted.

i) The Ministry of Education of Trinidad and Tobago should re-examine the social studies curriculum now taught in the secondary schools, with special reference to the first three years. The curriculum should be conceived and taught with special relevance to the understanding of the problems and institutions of the national community. This is especially relevant to the vast majority of students who will end their full time formal education at the junior secondary level.

ii) The proposed curriculum design suggested in this thesis be considered as an alternative to the existing separate subject approach. The proposed curriculum is multidisciplinary in content and taught through the inquiry method.

iii) With the view of setting up a pilot experiment for teaching units of the new curriculum, selected teachers be given in-service training through institutes, seminars, workshops of planning and writing sessions. During these in-service sessions they be given courses in the new approach to social studies.

iv) Concurrently with the in-service course suggested above, pre-service training programs be designed to teach the social studies as a multidisciplinary field.

v) Special attention be given to the provision of resource units for the pilot schools. The resource units must





of necessity be based on available source materials and efforts be made to ensure a wide supply of source materials.

vi) With a group of trained personnel, and developed resource units, and appropriate source materials, the new curriculum be introduced in selected schools.

vii) During the experiment, systematic and continuous evaluation be made of the curriculum.

viii) School supervisors serving as subject consultants should be in continuous association with the planning, execution and evaluation of the new curriculum.

ix) Adequate funds be provided for the in-service programs of training teachers and the supply of source materials. As a long term proposal, resource material centers be established to supplement the resources of individual schools.

x) Public awareness be created in the new approach to the social studies. Courses be made available for school leavers and adults.

xi) With the establishment of a Caribbean examinations council, social studies as a multidisciplinary field of study be offered at least to ordinary level - two years beyond junior secondary school.



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